

Performance Outcome 3.1.

Determine deception, deceit and manipulation through verbal and non-verbal behavioral activities.

Training Objectives Relating to 3.1.

- A. Given a written, audio-visual, or practical exercise, identify unusual behavior characteristics to determine if a suspect is trying to deceive or manipulate the interviewer.

Criteria: The trainee shall be tested on the following:

3.1.1. Identification of unusual behavior characteristics of a suspect.

- a. Questioning
- b. Body posture/gestures
 - 1. Speech behavior
 - 2. Eye position
 - 3. Lip behavior
 - 4. Hand movements

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of typical behavior characteristics
 - a. Speech
 - b. Body posture
 - c. Questioning
 - d. Eye movements
 - e. Lip behavior
 - f. Hand positions
2. Identify unusual behavior characteristics to determine if a suspect is trying to deceive or manipulate the interviewer
 - a. Speech
 - (1). Slurred words
 - (2). Skipping around sentences abruptly
 - (3). Restarting sentences in the middle
 - (4). Leaving off ends of sentences
 - b. Body posture
 - (1). Slouches
 - (2). Sits stiff and rigid
 - (3). Faces to the side
 - (4). Shies away from interviewer
 - (5). Moves frequently and rapidly
 - (6). Arms close to side and crossed
 - (7). Head slumped
 - (8). Legs stretched out in front of one another
 - (9). Rub back of neck (stress)
 - c. Questioning
 - (1). Hesitates before answering
 - (2). Changes or hedges his/her answers
 - (3). Asks for clarification on question
 - (4). Religious references
 - d. Eye position
 - (1). Stares at interviewer
 - (2). Excessive eye shifting
 - (3). Prolonged eye contact
 - (4). Abnormal eye contact
 - (5). Be aware of cultural differences regarding eye contact
 - e. Lip behavior

- (1). Bites lips
- (2). Squeezes lips together
- (3). Continues to lick lips to wet them
- (4). Saliva comes from corner of lips

f. Hand movements

- (1). Clutching hands
- (2). Palms upward
- (3). Rubbing nose

Performance Outcome 3. 2.

Conduct a conference with parent(s) and juvenile(s) to obtain or provide information.

Training Objectives Relating to 3. 2.

- A. Given a written exercise, identify factors to consider when notifying parent/guardian of a juvenile that is either a suspect, victim, or witness of a crime.

Criteria: The trainee shall be tested on the following:

- 3.2.1. Identification of factors relating to communication skills that promote non-aggressive interaction
- a. Timely notification
 - b. Awareness that parents may be defensive, upset, or accusatory depending on the situation
 - c. Presentation of facts and consequences in a non-judgmental manner if the juvenile is a suspect
 - d. Using appropriate degree of sensitivity for type of crime while obtaining information
 - e. Provision of information to parents on juvenile justice system procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Obtain information relating to misdemeanors or felonies (juvenile may be victim or suspect)
 - a. Who
 - b. What
 - c. Where
 - d. When
 - e. Why
 - f. How
2. Provide information relating to misdemeanors and felonies (juvenile may be victim or suspect)
 - a. Arrest
 - b. Detention
 - c. Hearing
 - d. Victim services
 - e. Answer general questions
3. Use communication skills that promote non-aggressive interaction
 - a. Provide timely notification
 - b. Be mindful that parents may be defensive, upset, or accusatory depending on the situation
 - c. Present facts and consequences in a non-judgmental manner if the juvenile is a suspect
 - d. Obtain information using appropriate degree of sensitivity for type of crime
 - e. Provide information to parents on juvenile justice system procedures

Performance Outcome 3.3.

Stop or delay persons attempting to commit suicide.

Training Objectives Relating to 3.3.

- A. Given a written, audio-visual, or practical exercise, identify factors to consider when communicating with persons who threaten to commit suicide.

Criteria: The trainee shall be tested on the following:

- 3.3.1. Notify supervisor and request appropriate resources
- 3.3.2. Maintain a safe position while communicating with person
 - a. Try to calm down the person
 - b. Try to identify problems
 - c. Try to delay person as much as possible
 - d. Suggest resources for the person to help solve the problems
- 3.3.3. Document all proceedings

Lesson Plan Guide: The lesson plan shall include the following:

1. Notify supervisor and request appropriate resources
2. Maintain a safe position while communicating with person
 - a. Try to calm down the person
 - b. Try to identify problems
 - c. Try to delay person as much as possible
 - d. Suggest resources for the person to help solve the problems
3. Document all proceedings

Performance Outcome 3.4.

Prepare for court testimony and testify in traffic court, in a legal and an administrative proceeding; before grand juries; in criminal trials; in evidence suppression hearings; in implied consent hearings; at probable cause hearings.

Training Objectives Relating to 3.4.

- A. Given a written exercise, identify basic steps an officer should take to prepare for court testimony.
- B. Given a practical exercise:
 - a. prepare for and demonstrate courtroom testimony
 - b. present probable cause to obtain a warrant of arrest

Criteria: The trainee shall be tested on the following:

3.4.1. Preparation for court testimony in general:

- a. Review field notes
- b. Consult Commonwealth Attorney
- c. Review physical evidence and lab results
- d. Ensure professional appearance
- e. Formulate and articulate the facts of a traffic court case

3.4.2. Preparation for testimony at a probable cause hearing:

- a. Officer appears before a judge, magistrate or clerk of the court
- b. Officer identifies suspect
- c. Officer describes facts and circumstances that lead officer to believe that a crime has been committed and the person named is the perpetrator and provides this information on an accurately completed affidavit
- d. Officer swears or affirms to the accuracy of the statement before the judge, magistrate, or clerk of the court

Lesson Plan Guide: The lesson plan shall include the following:

Related to general court testimony:

1. Knowledge of law relating to testimony, probable cause, arrest, and implied consent
2. Knowledge of Virginia Code §18.2-268.2
3. Knowledge of facts of the case (confer with prosecutor as needed)
4. Review written notes and reports
 - a. Officer may not read notes into court testimony, but only refer to them
 - b. Time between an incident/offense and court reduces the accuracy of memory
 - c. Accurate presentation of evidence in court is critical for convictions
5. Review physical evidence and lab results
6. Prepare mentally (present facts not make judgments)
7. Prepare to use calm and professional demeanor
8. Prepare to use good English skills
9. Be aware of body language
10. Use clear and calm voice tone in speech
11. Be truthful, accurate, and objective in testimony

Related to probable cause hearings:

1. Knowledge of law relating to probable cause
 - a. Definition
 - b. Who can issue a warrant
 - (1). magistrate
 - (2). judge
 - (3). clerk of the court
 - c. Elements of probable cause
 - (1). physical evidence
 - (2). witness testimony
 - (3). close proximity
 - (4). possession of a stolen item
 - (5). time between event and apprehension or recovery of property
 - (6). admission/confession/incriminating statements
2. Knowledge of Virginia Code §19.2-72
3. Knowledge of facts of the case
 - a. Date and time of the incident
 - b. Facts supporting probable cause that an offense was committed
4. Written notes (reference only)
5. Prepare mentally (testify to the probable cause, do not demand a warrant)
6. Prepare to use calm and professional demeanor

7. Prepare to use good English skills
8. Be aware of body language
9. Use clear and calm voice tone in speech
10. Be truthful, accurate, and objective in testimony
11. Provide accurate and complete affidavit to conclude testimony

Performance Outcome 3.5.

Obtain information about a complaint or service request from members of the public by telephone.

Training Objectives Relating to 3.5.

- A. Given a practical exercise, demonstrate the steps to interview members of the public by telephone to obtain information about complaints or request for service.

Criteria: The trainee shall be tested on the following:

- 3.5.1. Answer call promptly with courteous and professional demeanor
- 3.5.2. Evaluate nature of call and collect information
- 3.5.3. Respond in a timely manner with appropriate action
- 3.5.4. Close the conversation

Lesson Plan Guide: The lesson plan shall include the following:

1. Answer call promptly with courteous and professional demeanor
2. Evaluate nature of call and collect information
 - a. Emergency
 - b. Concerned citizen information
 - c. Past disturbance
 - d. Procedure for complaints against law enforcement personnel
3. Basic information to collect
 - a. Who
 - b. What
 - c. Where
 - d. When
 - e. Why (if known)
 - f. How
4. Respond in a timely manner with appropriate action
 - a. Route call to other service provider if necessary
 - (1). Identify services that provide citizen assistance
 - (2). Identify the best way for the citizen to access the services
 - b. Dispatch officer or other emergency service
 - c. Collect additional information for report, if possible
5. Close the conversation
 - a. Courteously terminate the call
 - b. Clearly state what action will be taken
 - c. Make certain action stated is completed

Instructor Note: Advise trainees that they will need to identify local services and department procedures for advising citizens about complaints or service requests as part of their department training.

Performance Outcome 3.6.

Describe persons to other officers.

Training Objective Relating to 3.6.

A. Given a practical exercise, describe persons to other officers.

Criteria: The trainee shall be tested on the following:

- 3.6.1. Physical characteristics from the top down
- 3.6.2. Clothing
- 3.6.3. Mode of travel (if known)
- 3.6.4. Reason for look out
- 3.6.5. Officer safety considerations

Lesson Plan Guide: The lesson plan shall include the following:

1. Physical characteristics from the top down
 - a. gender
 - b. hair color/style
 - c. skin color/tone
 - d. facial hair
 - e. eye color, glasses
 - f. estimated height
 - g. estimated weight
 - h. estimated age
 - i. jewelry/accessories observed
 - j. weapon used
 - k. tattoos, scars, marks
 - l. race/ethnic background
 - m. voice characteristics
 - (1). accent
 - (2). level (deep, high, etc.)
 - (3). lisp, unusual word pronunciations
2. Clothing
 - a. color
 - b. style
3. Mode of travel (if known)
4. Reason for look out
5. Officer safety considerations

Performance Outcome 3.7.

Request verification of an arrest warrant.

Training Objective Relating to 3.7.

- A. Given a written exercise, identify factors to consider when verifying a warrant on file:

Criteria: The trainee shall be tested on the following:

- 3.7.1. Check name, date of birth, social security number
- 3.7.2. Check information on warrant
- 3.7.3. Check description of suspect
- 3.7.4. Check whether custodial arrest authorized or if a summons

Lesson Plan Guide: The lesson plan shall include the following:

1. Check name, date of birth, social security number
2. Check information on warrant
3. Check description of suspect
4. Check whether custodial arrest authorized or if a summons

Performance Outcome 3.8.

Calm emotionally upset individuals, and communicate an emergency message.

Training Objectives Relating to 3.8.

- A. Given a practical exercise, use techniques of positive verbal skills and body language to talk with people who are emotionally upset in a manner to calm them, or to communicate an emergency message.

Criteria: The trainee shall be tested on the following:

- 3.8.1. Voice
 - a. volume
 - b. tone
 - c. control
- 3.8.2. Body stances

Lesson Plan Guide: The lesson plan shall include the following:

1. Facial expressions
2. Body stances
3. Eye contact
4. Voice
 - a. volume
 - b. tone
 - c. control
5. Language use
 - a. direct, commonly used terms
 - b. avoid slang or jargon
 - c. state information factually
 - d. offer assistance
 - (1). call someone to aid person
 - (2). take somewhere appropriate
6. Cultural awareness
7. Local customs

Examples of emergency messages that an officer may have to deliver: missing child, injured spouse, accidental death, murder.

Performance Outcome 3.9.

Calm a situation or convey a message.

Training Objectives Relating to 3.9.

- A. Given a practical exercise, use communication skills projecting control and self-assurance to calm a situation or convey a message:

Criteria: The trainee shall be tested on the following:

- 3.9.1. Evaluate the words and behavior of parties involved
- 3.9.2. Safely approach the hostile parties
- 3.9.3. Establish contact with the hostile parties
- 3.9.4. Use appropriate voice inflection and projection

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluate the words and behavior of parties involved
2. Safely approach the hostile parties
3. Establish contact with the hostile parties
 - a. Ascertain the reason(s) for their hostility
 - b. Use calming techniques to reduce emotions and restore rational thought
 - (1). Appropriate posture and gestures
 - (a). remain calm and encourage them to be calm
 - (b). remember officer safety and watch carefully
 - (2). Appropriate voice inflection and projection
 - (a). as authoritative, directive, and forceful as needed
 - (b). polite and patient
 - (c). maintain voice control
 - (3). Appropriate eye contact
 - (4). Proper grammar
 - (5). Awareness of audience (age, education level, cultural diversity, etc.)
 - (6). Knowledge of subject matter
 - (a). help them go from problem to solution orientation
 - (b). help them understand options and consequences
 - (c). communicate the officer's position and responsibilities in the situation
 - (d). relate any applicable laws and consequences of continued acts
 - (e). explain the parties option: comply with the law and pursue legal actions

Performance Outcome 3.10.

Verbally communicate with people with awareness of different levels of understanding.

Training Objectives Relating to 3.10.

- A. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding

Criteria: The trainee shall be tested on the following:

3.10.1. Identify audiences that may need the officer to adjust manner of communication

3.10.2. Identify adjustments that may be needed when communicating with various audiences.

3.10.2.1. Culturally diverse people

3.10.2.2. Person's suffering from dementia including Alzheimer's Disease

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify reasons to consistently use professional language
2. Identify audiences that may need the officer to adjust manner of communication
 - a. Juveniles of various ages
 - (1). Reasons that law enforcement officers are role models
 - (2). Ways to make children feel important
 - (a). Pay attention when they speak
 - (b). Physically move down to eye contact with juvenile if possible
 - (c). Give praise for asking questions
 - (d). Compliment the good things you know about the children
 - (e). Treat older juveniles in a more adult manner
 - (3). Ways to respond to questions with age appropriate answers
 - (a). Be honest but use language the juvenile is most likely to comprehend
 - (b). Emphasize the positive in whatever the juvenile is discussing, if possible
 - b. Older people
 - c. Culturally diverse people
 - (1). Determine language person speaks, if not English (if possible)
 - (2). Choose a quiet environment or setting to speak, if possible
 - (3). Use a variety of terms to determine what the recipient may understand, then choose the terms most easily understood
 - (4). Choose a rate of speech helpful to the recipient
 - (5). Use body language or gestures that enhance verbal communication
 - (6). Pronounce words clearly and accurately
 - (7). Encourage recipient to ask questions for clarification
 - (8). For less serious offenses, utilize appropriate gestures and tools (cuffs, etc.)
 - (9). For serious offenses, obtain services of an interpreter after taking control of suspect
 - d. Educated people
 - e. Uneducated people
 - f. Mentally disabled people
 - g. Emotionally upset people
 - h. Physically disabled or elderly person with mobility problem
 - (1). Ask if you may be of assistance
 - (2). Ask the person the best way to assist them (if appropriate)
 - (3). Be aware of hearing impairments
 - i. Homeless people
3. Identify adjustments that may be needed when communicating with various audiences.
 - a. voice tone

- b. language use/simplification
- c. body stances/gestures
- d. cultural awareness
 - (1). identify the variety of cultures living in jurisdiction
 - (2). identify particular considerations of these cultures with which to be familiar that may be helpful in conducting an interview of a victim or suspect
 - (3). identify resources to assist with language translation for the variety of cultures in the jurisdiction
- e. facial expressions
- f. eye contact
- g. local customs
- 4. Identify conversation that helps to promote the positive services of law enforcement.
- 5. Specific audiences that may require an officer to adjust manner of communication.
 - (1). Persons with mental retardation
 - (2). Persons with mental illness
 - (3). Persons suffering from dementia including Alzheimer's Disease (AD).
 - (a). Identify physical, mental, behavioral symptoms and consequences of AD
 - (b). Identify situations where a person with AD may be encountered.
 - (c). Identify specific intervention techniques for managing the person with AD.
 - (d). Identify potential resources that assist in responding to persons with AD or dementia: Alzheimer's Association, Safe Return Program, Project Lifesaver.
- 6. Cultural awareness knowledge that may assist in adjusting communication with audiences.
 - (1). Define culture and cultural groupings.
 - (2). Define ethnicity and ethnic groups.
 - (3). Identify the variety of cultures living in jurisdiction.
 - (4). Identify the variety of cultures whose members may visit or travel through the jurisdiction.
 - (5). Define ethnocentrism.
 - (6). Define stereotype.
 - (7). Identify the particular considerations of the cultures with which it will help a law enforcement officer to be familiar in order to conduct an interview of a victim or suspect.
 - (8). Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

Performance Outcome 3.11.

Communicate the nature of the complaint to the offender.

Training Objectives Relating to 3.11.

A. Given a practical exercise, communicate the nature of complaint(s) to offender(s).

Criteria: The student shall be tested on the following:

- 3.11.1. Officer safety considerations
- 3.11.2. Accurate information on nature of complaint(s)
- 3.11.3. Communication skills
- 3.11.4. Patience with offender

Lesson Plan Guide: The lesson plan shall include the following:

1. Officer safety considerations
2. Professionalism
3. Accurate information on nature of complaint(s)
4. Communication skills
 - a. Voice control
 - b. Eye contact
 - c. Body stance
 - d. Language choice
5. Cultural awareness
6. Patience with offender

Instructor Note: Advise trainees that they will need to identify department policy regarding explanation of the nature of a complaint to offender(s) during department training.

Performance Outcome 3.12.

Communicate with a barricaded subject relating to the release of hostages and encourage surrender.

Training Objectives Relating to 3.12.

- A. Identify the role of the first responding officer at the scene of a hostage/barricaded subject situation.

Criteria: The trainee shall be tested on the following:

- 3.12.1. Notify supervisor/request assistance
- 3.12.2. Maintain position of cover
- 3.12.3. Contain the suspect
- 3.12.4. Coordinate with responding units to secure perimeter
- 3.12.5. Consider evacuation of nearby buildings and surrounding area
- 3.12.6. Attempt to establish:
 - a. Barricaded subject needs
 - b. Barricaded subject wants

Lesson Plan Guide: The lesson plan shall include the following:

1. Notify supervisor/request assistance
2. Maintain position of cover
3. Contain the suspect
4. Coordinate with responding units to secure perimeter
5. Consider evacuation of nearby buildings and surrounding area
6. Attempt to establish
 - a. Barricaded subject needs
 - b. Barricaded subject wants
7. Method for surrender
 - a. Armed individual
 - b. Unarmed with explosives close
 - c. Possible suicidal individual

Performance Outcome 3.13.

Demonstrate conflict resolution skills to maintain calm and prevent a situation from becoming worse.

Training Objectives Relating to 3.13.

- A. Given a written exercise, define negotiation, mediation, and arbitration and identify the steps of each conflict management technique.
- B. Given a practical exercise, negotiate, mediate, or arbitrate a conflict or crisis situation.

Criteria: The trainee shall be tested on the following:

- 3.13.1. Definition of negotiation, mediation, and arbitration.
- 3.13.2. The steps involved in each type of the above conflict management techniques.
- 3.13.3. Evaluation of the conflict or crisis scene
- 3.13.4. Maintaining officer safety precautions
- 3.13.5. Negotiating, mediating, or arbitrating the conflict or crisis situation

Lesson Plan Guide: The lesson plan shall include the following:

1. Definition of negotiation, mediation, and arbitration.
2. The steps involved in each type of the above conflict management techniques.
3. Evaluation of the conflict or crisis scene
4. Maintaining officer safety precautions
5. Negotiating, mediating, or arbitrating the conflict or crisis situation
 - a. Identify that no physical violence has taken place. If physical violence has taken place, follow procedures for the type of crime committed.
 - b. Maintain all officer safety precautions. Back up arriving on scene must not disrupt efforts of first officer, but should take direction and support the first officer. Primary goal is to keep the peace and not let parties become physically violent.
 - c. Diffuse the situation by separating the parties and explaining that you need to know the facts relating to the dispute. Each person will have a chance to speak, but you will set the rules for talking.
 - d. Listen carefully to the explanation by each party separately to identify what their common interest is. Identify some alternatives to which both might agree. Officers should confer before reuniting the parties.
 - e. Bring the parties back together to discuss alternatives that may resolve the dispute.
 - f. Recognize when conflict management techniques will not produce the desired result and take any law enforcement action that is appropriate.
 - g. If conflict management techniques are producing the desired result, refer them to additional services that may be helpful for the type of dispute they had, i.e., family mediation/counseling, landlord/tenant mediation, dispute resolution services, etc.

Performance Outcome 3.14.

Interview a child victim of crime.

Training Objective Relating to 3.14.

- A. Given a written or practical exercise (practical preferred method for testing), identify factors to consider when interviewing a child victim of a crime.

Criteria: The trainee shall be tested on the following:

- 3.14.1. Identify language ability level of victim
- 3.14.2. Identify emotional and physical capability of victim to be interviewed
- 3.14.3. Communicate in a compassionate and non-judgmental manner
- 3.14.4. Ensure victim is comfortable and understands the purpose of the interview
(officer needs to learn what happened to hurt the victim)
- 3.14.5. Adjust language as needed to help victim understand questions
- 3.14.6. Identify special circumstances and assistance needed to interview a mentally challenged victim

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify language ability level of victim
2. Identify emotional capability of victim to be interviewed
3. Communicate in a compassionate and non- judgmental manner
4. Ensure victim is comfortable and understands the purpose of the interview
(officer needs to learn what happened to hurt the victim)
5. Adjust language as needed to help victim understand questions
6. Identify special circumstances and assistance needed to interview a mentally challenged victim

Performance Outcome 3.15.

Interview an elderly victim of crime.

Training Objective Relating to 3.15.

- A. Given a practical exercise, identify factors to consider when interviewing an elderly victim of a crime.

Criteria: The trainee shall be tested on the following:

- 3.15.1. Identify language ability level of victim
- 3.15.2. Identify emotional and physical capability of victim to be interviewed
- 3.15.3. Communicate in a compassionate and non-judgmental manner
- 3.15.4. Ensure victim is comfortable and understands the purpose of the interview
(officer needs to learn what happened to hurt the victim)
- 3.15.5. Adjust language as needed to help victim understand questions
- 3.15.6. Identify special circumstances and assistance needed to interview a mentally challenged victim

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify language ability level of victim
2. Identify emotional capability of victim to be interviewed
3. Communicate in a compassionate and non-judgmental manner
4. Ensure victim is comfortable and understands the purpose of the interview
(officer needs to learn what happened to hurt the victim)
5. Adjust language as needed to help victim understand questions
6. Identify special circumstances and assistance needed to interview a mentally challenged victim

Performance Outcome 3.16.

Talk with family of adult defendants to advise, inform, and notify.

Training Objective Relating to 3.16.

- A. Given a written exercise, identify the information that an officer may provide to the family of an arrested person.

Criteria: The trainee shall be tested on the following:

- 3.16.1. Type of charge
- 3.16.2. Consequences of actions (where held)
- 3.16.3. Court procedures
- 3.16.4. Location of magistrate

Lesson Plan Guide: The lesson plan shall include the following:

1. Type of charge
2. Consequences of actions (where held)
3. Court procedures
4. Location of magistrate

Instructor Note: Advise trainees that they will need to identify department policy regarding information that may be given to the family of adult defendants as part of their department training.

Performance Outcome 3.17.

Prepare incident/offense reports and related paperwork in order to facilitate a misdemeanor or felony prosecution.

Training Objectives Relating to 3.17.

- A. Given a practical exercise, prepare an incident/offense report and related paperwork using descriptive sentences in a narrative style.
- B. Identify other documentation that should be submitted with the offense report to facilitate prosecution.

Criteria: The trainee shall be tested on the following:

- 3.17.1. Incident/offense report information
 - a. Offense
 - b. Date/location
 - c. Time
 - d. Description of details of offense
 - e. Victim(s) description(s)
 - f. Suspect(s) description(s)
 - g. Complainant/Reporting Party information
 - h. Witness(es) information
- 3.17.2. Other information to be submitted with incident/offense report
 - a. Suspect(s), victim(s), witness(es) statements, if any
 - b. Lab reports and lab analysis should be attached
 - c. Investigative or follow-up reports to be attached
 - d. All document should be typewritten or printed
- 3.17.3. Prepare a complete case file that would be submitted to a Commonwealth's Attorney.

Lesson Plan Guide: The lesson plan shall include the following:

1. Offense
2. Date/location
3. Time
4. Description of details of incident/offense
5. Victim(s) description(s)
 - a. Full name(s)
 - b. Address/phone number (include cellular, pager, fax, if available)
 - c. Date of birth
 - d. Social security number
 - e. Employment name, address, phone number (include cellular, pager, fax, if available)
6. Suspect's description(s)
 - a. Full name(s)
 - b. Address/phone number
 - c. Date of birth
 - d. Social security number
 - e. Any prior criminal history
 - f. Injuries defendant may have received during arrest (if any)
 - g. Documentation of circumstances surrounding the injuries and indication if a justifiable use of force was necessary
7. Complainant/Reporting Party Information
 - a. Full name
 - b. Address/phone number
8. Witness(es) Information
 - a. Full name(s)
 - b. Addresses/phone numbers
 - c. Statements
9. Narrative style
 - a. Proper use of grammar
 - b. Accurate statements of facts
 - c. Complete and detailed representation of facts
 - d. Impartial, clear, and concise language
 - e. Chronological order
 - f. Past tense
 - g. Active voice
10. Other information to be submitted to a Commonwealth's Attorney with the incident/offense report as part of a case file
 - a. Suspect(s), victim(s), witness(es) statements, if any
 - b. Lab reports and lab analysis should be attached
 - c. Investigative or follow-up reports to be attached
 - d. All document should be typewritten or printed

Performance Outcome 3. 18.

Write a field intelligence/interview report.

Training Objectives Relating to 3. 18.

- A. Given a practical exercise depicting an investigative stop, write a field intelligence/interview report.

Criteria: The trainee shall be tested on the following:

- 3.18.1. Subject information and description
- 3.18.2. Location/date/time of stop
- 3.18.3. Circumstances surrounding the stop

Lesson Plan Guide: The lesson plan shall include the following:

1. Basic data
 - a. name(s)
 - b. address(s)
 - c. phone number(s)
 - d. date/time of day
2. Proper use of grammar
3. Accurate statements of facts
4. Complete and detailed representation of facts
5. Impartial, clear, and concise language

Performance Outcome 3.19.

Write concise word for word statements from suspects, victims, and witnesses for admission as evidence.

Training Objectives Related to 3.19.

- A. Given a practical exercise, write concise word for word statements from suspects, victims, and witnesses for admission as evidence.

Criteria: The trainee shall be tested on the following:

- 3.19.1. The statement is made under conditions that provide for no duress, threats, or promises
- 3.19.2. The statement is written concisely and represents what is said
- 3.19.3. The person making the statement is allowed to read and make any corrections
- 3.19.4. The person signs the statement voluntarily
- 3.19.5. The statement is witnessed
- 3.19.6. The date and time of the statement are included

Lesson Plan Guide: The lesson plan shall include the following:

1. The statement is made under conditions that provide for no duress, threats, or promises
2. The statement is written concisely and represents what is said
3. The person making the statement is allowed to read and make any corrections
4. The person signs the statement voluntarily
5. The statement is witnessed
6. The date and time of the statement are included